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ABSTRACT

A study examined the results and effectiveness of the third year of the Reading Recovery program in New Hampshire. With the 50 Reading Recovery teachers from previous classes, 32 teachers in the new class, and 3 teacher leaders, a total of 85 teachers taught Reading Recovery during the 1992-93 school year. A total of 422 first-grade children identified as being at risk of reading failure were served. Results indicated that: (1) 352 (83%) successfully completed the program and were making at least average progress with regular classroom reading instruction; (2) the other 70 children made significant gains but not enough to reach the average of their class; (3) the overall response of 87% of the 874 Reading Recovery teachers, teachers in training, administrators, other teachers in the building, and parents of Reading Recovery children who returned surveys was very positive and supportive; and (4) the percentages of the first-grade population in each district participating ranged from a low of 0.7% to a high of 27%. (Six tables and nine figures of data are included; a list of Reading Recovery teachers and schools for the 1992-93 year, a list of the Reading Recovery Teachers-in-Training 1993-94, and the end-of-year questionnaires for administrators, teachers in training, classroom teachers, and parents are attached.) (RS)

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REPORT OF RESULTS AND EFFECTIVENESS Reading Recovery® Program Implementation Year Three

School Year 1992 - 1993

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REPORT OF RESULTS AND EFFECTIVENESS
Reading Recovery Program
Implementation Year Three

School Year 1992 - 1993

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EXECUTIVE SUMMARY
Reading Recovery® in New Hampshire

Overview

Reading Recovery® is a reading and writing program for first-grade children who are at risk of reading failure. This program was established in New Hampshire by Chapter 301, New Hampshire Session Laws of 1989. It accelerates progress in learning to read, bringing students into the average achievement range for their class in 12 to 20 weeks. It is proven effective with 80% of the students who receive Reading Recovery® teaching. Extensive research conducted in New Zealand and Ohio shows that students maintain gains in the following years of school, making other interventions, such as retention-in-grade, special education for reading problems, or remedial reading, unnecessary. Thus, over time, not only is Reading Recovery® an effective intervention, but also a lower-cost intervention.

Organization of the Project

Reading Recovery® came to New Hampshire through the collaboration of the Legislature, the State Department of Education, the Concord School District, and the University of New Hampshire. Other local school districts and Chapter 1 joined the effort.

In preparation for the 1992-93 school year the Bureau for Elementary/Secondary Education sent applications to all superintendents, principals of elementary schools, and Chapter 1 managers during the month of February. The Bureau received 50 applications, of which 48 were qualified.

With three Teacher Leaders, 32 new teachers could be accepted into the program, along with providing continuing contact to 50 previously-trained Reading Recovery® Teachers. Chapter I funded the installation of the required one-way glass and sound system in the Plymouth Elementary School. Thus, one class was held in Plymouth and the other two classes at the Kimball School in Concord.

With 50 Reading Recovery® Teachers from the previous classes, the 32 Teachers in the new classes, and 3 Teacher Leaders, a total of 85 Teachers taught Reading Recover during the 1992-1993 school year. (See Appendix A for the list of teachers and districts participating in Implementation Years 1, 2, and 3.) They represented 38 school districts, among them 15 districts new to Reading Recovery®, and 60 schools. The number of New Hampshire Schools interested in implementing Reading Recovery® continues to grow.

In preparation for the 1993-94 school year, the Bureau for Elementary/Secondary Education again sent applications to all superintendents, principals of elementary schools, and Chapter 1 directors during the month of February. The Bureau received 38 applications, of which 36 were qualified. The Concord School District hired Chris Chase as a Teacher Leader in order to speed total implementation in the district, so only two Teacher Leaders will be available to teach statewide classes. They also must be available to provide continuing contact to even larger numbers of previously-trained Reading Recovery® Teachers. In order to accommodate all the North Country districts which applied, Sandra Tilton will have a class of 12 new teachers. This class will meet in Jefferson. Ann Fontaine will have a class of 11 new teachers. This class will meet at Kimball School in Concord.

Therefore, 23 new teachers were accepted into the program for 1993-94. They represent 19 school districts and 20 schools. (See Appendix B for the list of teachers and schools in the 1992-93 class.) Their accomplishments will be reported in the Year 4 Report. The accomplishments of the 12 new Teachers in the Concord District along with the nine previously-trained Concord Teachers will be reported in the Concord Year 1 Report.

During 1993-1994, Chapter 1 funds are being used to help support the training of a third Teacher Leader available for statewide classes. More schools and districts apply for statewide classes each year. The involvement of the state is extremely important since it brings Reading Recovery® teacher training within the geographic and financial reach of New Hampshire's school districts. For fiscal year 1993, approximately $135,000 of state funds were used to support the training component of this program. Special Chapter 1 funds helped support one Teacher Leader, Sandra Tilton. At the same time, local districts contributed more than $1.5 million to this effort, to cover the salary and benefits of the teachers in training as they received instruction in the program and worked with students, and to cover the salary and benefits for previously-trained teachers who were continuing to provide Reading Recovery® instruction to students.

Research Plan

The objectives of the research plan were to gather data and information for the New Hampshire Site Report in order to address the seven research questions, to identify specific strengths, and to work to improve areas of concern.

Question #1 What proportion of Reading Recovery® Program children successfully completed the program?

Of the 422 Reading Recovery® Program children at the New Hampshire Site, 352 successfully completed the program and are making at least average progress with regular classroom reading instruction. This number represents 83% of the program population. *(See Table 1 on the next page.)*

Question #5 What was the progress of the other children?

The other 70 children, representing 17% of the program population, made significant gains but not enough to reach the average of their class.

Question #6 What informal responses to the Reading Recovery® Program were made by Reading Recovery® Teachers, Teachers in training, administrators, other teachers in the building, and parents of Reading Recovery® children?

The overall response from all groups was very positive and supportive. It was generally indicated that the program was most beneficial and should be expanded. A total of 874 surveys were distributed to Reading Recovery® Program Teachers, classroom teachers, administrators and parents. There was a collective return rate of 87%.

The following are representative comments made by:

In Training Reading Recovery® Teachers

"ALL CHILDREN can learn to read and write. It's up to us as Teachers to find out

the most powerful reading and writing tools to use. Reading Recovery® showed me those tools."

"I've learned more this year... than any course in college (for 8 years), and inservice, or workshop... The training I received is something I will use forever... I now feel I have a lot more to offer with Reading Recovery®."

Table 1
Status of All Children Served by the New Hampshire Site 1992-1993

DISTRICT	TOTAL SERVED	PROGRAM CHILDREN	DISCONTINUED	% PROGRAM CHILDREN DISCONTINUED
Amherst	15	13	13	100
Bath	6	5	4	80
Berlin	7	6	6	100
Campton	8	5	5	100
Claremont	11	9	4	44
Concord	79	59	48	81
Conval	41	33	30	91
Derry	30	24	19	79
Epsom	9	4	3	75
Fall Mountain	8	6	5	83
Franklin	14	9	7	78
Groveton	8	5	5	100
Hillsboro	13	9	9	100
Hooksett	7	5	4	80
Keene	7	6	5	83
Lebanon	29	22	14	64
Littleton	5	3	1	33
Manchester	40	32	29	91
Mascoma	14	11	11	100
Milford	8	7	7	100
Monadnock	4	4	2	50
Nashua	8	4	4	100
Newport	14	10	8	80
Raymond	13	10	6	60
Rochester	8	8	8	100
Seacoast	33	26	22	85
White Mt. Region	33	25	22	88
Weare	8	4	4	100
Woodsville	11	10	9	90
SAU #30	21	17	13	76
SAU #48	26	23	17	74
SAU #49	12	8	8	100
TOTAL	550	422	352	83

Trained Teachers

"Assisting (with other Reading Recovery® staff) in the presentation of a series of workshops to our staff on current research and practice in the teaching of reading and writing. The dialogue that resulted has been wonderful. It will be the foundation for future discussions about students and curriculum. We now have a common "language" of literacy and are advancing toward a more unified understanding of the reading process."

"My growth is inevitable if I constantly see myself as a learner who is openminded and willing to seek help from colleagues and available resources."

Classroom Teachers

"As a first grade classroom Teacher, I couldn't do it, or do it as well, without a Reading Recovery® program."

"Having students in the program has benefitted the whole class. I feel I've been able to teach at a higher level, and yet include everyone. I really can't say enough good things. Strategies they stress really work!"

Administrators

"We are pleased to have the program and are excited that we will have a second teacher being trained. I see Reading Recovery® as a catalyst for positive changes in our teaching and approaches to intervention. We need to develop opportunities for our primary level staff —regarding philosophy/goals, techniques, and ways for teachers to support the Reading Recovery® child as he/she is discontinued. Classroom teachers and their students would benefit from this and we may see more carryover to the classroom."

"We have enthusiastic readers rather than reluctant remedial plodders."

Parents

"The program is a major part of our life, it has helped me to know how to help him... it is one of the best steps to learning that we have ever taken, it makes the school more special."

"I think Reading Recovery® is very effective. My son only knew how to read five words when he started it. Now he reads whole books and understands what they mean. He will pick up a book and read before he will play a video game. Now I call that amazing progress."

Question #7 What percentage of the first grade population in each district participating is being served by Reading Recovery®?

The percentage ranged from a low of .7% to a high of 27%. Full implementation with its dramatic effects involves providing a full program to 20% to 30% of the first graders (Program Children).

THE READING RECOVERY® PROJECT

New Hampshire
Pre-implementation Year 1989-1990
Implementation Year 1 1990-1991
Implementation Year 2 1991-1992
Implementation Year 3 1992-1993

Introduction

Reading Recovery® is an early intervention program designed to reduce reading failure. The purpose of this report is to provide information about the operation and results of the Reading Recovery® Project at the New Hampshire site during the third year of implementation with students. This year was preceded by a Pre-implementation Year and Implementation Years 1 and 2. During the Pre-implementation Year, two Teacher Leaders were trained at The Ohio State University and an appropriate classroom was outfitted. During Implementation Year 1, the two Teacher Leaders trained 30 Reading Recovery® Teachers. During Implementation Year 2, the two Teacher Leaders trained 21 Reading Recovery® Teachers and provided continuing contact to the previously trained Teachers. An additional Teacher Leader was trained at The Ohio State University. During Implementation Year 3, the three Teacher Leaders trained 31 Reading Recovery® Teachers and provided continuing contact to 50 previously trained Teachers.

Background

Reading Recovery® is based on the assumption that intensive, high quality help during the early years of schooling is the most productive investment of resources. The early years, which set the stage for later learning, are particularly critical for children who are at risk of failure. Reading Recovery®, which was developed and initiated by New Zealand educator and psychologist, Marie M. Clay, provides a second chance in reading for young children who are at risk of failure in their first year of reading instruction. Individually administered observational procedures (Clay, 1985) are used to identify children in need of special help. Intervention procedures (Clay, 1985) are then individually tailored to help a failing child become a successful reader.

■ New Zealand Research

Results of the program (Clay, 1979) (Clay, 1982) in New Zealand indicate that "at risk" children make accelerated progress while receiving the individual tutoring. After an average of 12 to 14 weeks in the program, almost all Reading Recovery® children had caught up with their peers and needed no further extra help. Three years later, children still retained their gains and continued to make progress at average rates.

■ Rationale for Early Intervention

Good readers and writers develop early. Retention and remediation, accompanying several years of failure, do not enable children to catch up with peers so that they can function productively in school or later on in society. Clay's (1982, 1985) research revealed that poor readers develop ineffective strategies that persist and may hinder their reading progress and block further learning. Poor readers experience problems in other areas of learning and usually have diminished confidence and low self-esteem. The longer a child fails, the harder remediation becomes. Using early intervention, before failure is established, can reduce problems later in school.

Research has demonstrated that "at risk" children can be identified by trained Teachers (Clay, 1985). Simple, individually administered tests, developed by Clay, predict which first graders are "at risk" of reading failure. The test results provide the Teachers with information on the child's strengths and some specific areas where instruction is needed. The instruction helps children to "untangle" their confusions and to learn to read and write better. Even these initially low achieving children can, with special instruction, make accelerated progress. The more children read and write, the more independent they become. Early intervention facilitates and expedites this process.

■ Roaming Around the Known

The first two weeks of Reading Recovery® are called "Roaming Around the Known." The Diagnostic Survey shows the Teacher what the child can do and gives him/her a point of departure. During the "In the Known" period, the Teacher provides the child with opportunities to become fluent and flexible with what he/she already knows, thus, building a firm foundation on which the Teacher can begin. Instruction is built on the child's strengths.

■ Reading Recovery® Lesson

The program targets the poorest readers in the class. In addition to their regular classroom activities, children are provided one-to-one lessons for 30 minutes each day by a Teacher specially trained to help children develop effective reading strategies. During the lesson the child is consistently engaged in holistic reading and writing tasks. Each lesson includes reading many "little" books and composing and writing a story. Every day the child is introduced to a new book, which he/she will be expected to read without help the next day. Writing is part of every lesson. Through writing, children develop strategies for hearing sounds in words and for monitoring and checking their own reading. The program continues until the individual child has developed effective strategies for independent literacy learning and can function satisfactorily with the regular classroom reading instruction without extra help. Then, the intervention is "discontinued" and another child is given an opportunity to participate in Reading Recovery®.

■ Materials for the Reading Recovery® Project

Approximately 3,000 "little" books are included in the Reading Recovery® booklist. These books were selected because they provide support for young readers by using familiar language patterns within the framework of a predictable story. Books are organized into 20 levels of difficulty. Teachers use these levels as guides, but they must also consider their

assessments of each reader's strengths and needs when they select the daily new book. Readers do not go through the same series of books. No child needs to read every book designated at every level. Instead, each child's reading material is different and is specially selected for him or her.

From levels 1 through 20, books increase in complexity and difficulty. There is no "magic" level which a child must reach before being discontinued. The level depends on the time of year, the general level of the whole class of children and the Teacher's analysis of the child's reading strategies. For a more detailed discussion of the books, see *Vol. 3 Reading Recovery® Research Report, Columbus, Ohio Year 1.*

Other materials used in Reading Recovery® are pencils or slim markers and paper that is bound into a blank "writing book." Teachers also make use of magnetic alphabet letters and an upright, magnetic chalkboard; however, those materials are used to support reading and writing rather than for isolated drill. The largest proportion (over 90%) of Reading Recovery® time is spent reading books and writing stories which are then read. Thus, the major materials are books, pencils, and paper.

■ Teacher Inservice Program

To implement Reading Recovery®, Teachers need special training over the period of one year; however, no time is lost in providing services to children. As Teachers receive training, they simultaneously implement the program with children. Through clinical and peer-critiquing experiences guided by a skilled Teacher Leader, Teachers learn to use observational techniques and teaching procedures for conducting lessons. Extensive use is made of a one-way glass for observing the training lesson. Teachers become sensitive observers of children's reading and writing behaviors and develop skill in making the moment-to-moment analyses that inform instruction.

Reading Recovery® In New Hampshire

Reading Recovery® came to New Hampshire through the collaboration of the Legislature, the State Department of Education, the Concord School District, and the University of New Hampshire. Other local school districts and Chapter 1 joined the effort. For details of pre-implementation and years 1 and 2 of the implementation see *Report of the Results and Effectiveness: Reading Recovery® Pilot Project (August 1991)* and *Report of Results and Effectiveness: Reading Recovery® Program: Implementation Year 2 (September 1992).*

In preparation for the 1992-93 school year the Bureau for Elementary/Secondary Education sent applications to all superintendents, principals of elementary schools, and Chapter 1 managers during the month of February. The Bureau received 50 applications, of which 48 were qualified.

With three Teacher Leaders, 32 new Teachers could be accepted into the program, along with providing continuing contact to 50 previously-trained Reading Recovery® Teachers. A Chapter 1 grant funded the installation of the required one-way glass and sound system in the Plymouth Elementary School. Thus, one class was held in Plymouth and the other two classes at the Kimball School in Concord. Chapter 1 helped support the Teacher Leader based at Plymouth.

With 50 Reading Recovery® Teachers from the previous classes, the 32 Teachers in the new classes, and 3 Teacher Leaders, a total of 85 Teachers taught Reading Recovery® during the 1992-93 school year. (See Appendix A for the list of Teachers and districts participating in Implementation Years 1, 2, and 3.) They represented 38 school districts, among them 15 districts new to Reading Recovery®, and 60 schools. The number of New Hampshire schools interested in implementing Reading Recovery® continues to grow.

■ Children in the Project

Of those students identified for Reading Recovery®, 550 were served in New Hampshire during the 1992-93 year. The research indicates that 60 lessons comprise the minimum amount of time that is considered a program in Reading Recovery®. Some children will take longer than that period to achieve success (be discontinued); others will be discontinued within a shorter time; however, 60 lessons represents a good estimate of the average time needed for a program. "Program" children are therefore defined as those children who receive at least 60 lessons or are discontinued from the program. At this site 422 program children were served and are included for analysis in this report (see Table 1).

■ Teachers

Criteria for selection of Teachers were: (1) at least three years of teaching experience; (2) experience at the primary level; and (3) recommendation of the building principal, administrators and/or other teachers. Districts recommended personnel and the N.H. Department of Education made the final selection. (See Appendices for a list of Teachers and schools in the Reading Recovery® Program.)

■ Responsibilities of Teachers

Teachers had several responsibilities: (1) to teach four Reading Recovery® children in one half of each day; (2) to fulfill other school district responsibilities in the other half of each day; (3) to complete Reading Recovery® record keeping; (4) to attend and participate in weekly Teacher training classes the first year of training; (5) to attend inservice classes five to six times per year during the years after initial training; (6) to provide demonstration teaching at least three times during the training year and to provide demonstration teaching on a rotating basis during the years after initial training; and (7) to collect research data as guided by Teacher Leaders.

Daily Reading Recovery® tutoring involved four 30 minute individual sessions. Teachers kept careful records of each child's work. For each daily lesson, the record included; (1) books read for familiar reading; (2) strategies used or prompted in reading; (3) the running record book attempted independently, with analysis involving accuracy level and self-correction rate; (4) word analysis attempted by the child or instructed by the Teacher; (5) the story composed and written by the child; and (6) general comments on reading or writing behavior. Each week, the Teacher added to the list of words the child could write fluently and marked the child's reading level and accuracy rate on a graph.

■ Training Class Description

Three training classes each met once a week, two at the Concord training site and one at the Plymouth site. Classes began at 3:30 and ran at least three hours. The Concord classes each consisted of ten Teachers and the Plymouth class of twelve Teachers. The classes met 13 times each semester.

Training classes included basic strategies for observing and teaching children. Each Teacher participated in "behind the glass" training lessons with a child while peers observed, described and analyzed behavior and teaching decisions. Afterwards, the Teacher discussed the training lesson with the group. Other class discussions revolved around reading assignments from *The Early Detection of Reading Difficulties*, Second Edition (Clay, 1985) and *Becoming Literate: The Construction of Inner Control*, (Clay, 1991), and selected articles on literacy development. In addition, each Reading Recovery® Teacher developed a comparison study of three first grade students and kept an academic journal.

■ Responsibilities of Teacher Leaders

Responsibilities of the Teacher Leaders included: (1) preparing for and teaching a one-week summer workshop for Teachers in training; (2) preparing for and teaching the evening class each week, during the Fall and Spring semesters; (3) making site visits to each Teacher in training and previously trained Teachers; (4) preparing for and teaching four classes for previously trained Teachers; (5) monitoring progress of children taught by each Teacher; (6) managing aspects of the program such as assignment of students and release of students from the program; (7) providing daily tutoring for Reading Recovery® children; (8) attending the Northeast Reading Recovery® Conference in October; (9) attending the Ohio Reading Recovery® Conference in February; (10) attending the four day Teacher Leader Summer Institute held in June; (11) providing inservice to school systems; (12) record-keeping; (13) sending data to Ohio State University throughout the year and acting as a liaison between the state project and the Ohio State University re-

search staff; (14) completing a site report due in September; and (15) making presentations to school boards, administrators, parents, other teachers, etc.

■ University of New Hampshire

The University of New Hampshire granted six graduate level credits for the Teacher training course. Dr. Grant Cioffi acted as "instructor of record" for the course. He made three presentations to the Concord in-training classes, three to the Plymouth class, and one presentation to the combined in-training classes. Dr. Cioffi consulted with the Teacher Leaders, offering on-going guidance and assistance in the development of the course.

■ National Diffusion Network - The Ohio State University

New Hampshire is a recognized National Diffusion Network (NDN) site for Reading Recovery®. Therefore, New Hampshire participates in the national data collection. The Ohio State University Reading Recovery® project staff assist each site with technical assistance in the data collection and with the dissemination of information across sites.

■ Technical Reports

The following technical reports, which describe the implementation of Reading Recovery® in Ohio, and the follow-up studies, are available from The Ohio State University:

Vol. 3 *Report of Reading Recovery® in Columbus, Ohio* — Year 1 1985-1986

Vol. 10 *Report of the Ohio Reading Recovery® Project, State of Ohio* — Year 2 1987-1988

Vol. 11 *Report of the Follow-up Studies* — Columbus, Ohio — Reading Recovery® Project 1985-1989

Vol. 12 *Report of the Ohio Reading Recovery® Project,* State of Ohio — Year 3 1988-1989

Also, the following publications are available from The Ohio State University:

The Reading Recovery® Program Executive Summary 1984-91
The Reading Recovery® Program Executive Summary 1984-1992
This 20-page annual report documents eight years of implementation of the Reading Recovery® Program in North America.

The following publications are available from the New Hampshire Department of Education:

Report of Results and Effectiveness: Reading Recovery® Pilot Project (Laws 1989: 301), August 1991

Report of Results and Effectiveness: Reading Recovery® Program, Implementation Year 2, School Year 1991-1992, September 1992

In addition, a monograph titled *Reading Recovery®: Early Intervention for At-Risk First Graders* and an article, "Reading Recovery®: A Cost-Effectiveness and Educational-Outcomes Analysis," *ERS Spectrum: Journal of School Research and Information,* Vol. 10, No.1, Winter 1992, are available from Educational Research Service, 200 Clarendon Boulevard, Arlington, VA 22201.

■ Presentations Made During 1992-93

The following presentations were made by Ann Fontaine:

"Overview of Reading Recovery®"
Classroom Teachers, Administrators and Support Staff
Hillsborough, NH

"Implementing Reading Recovery® in Newport N.H. — Process, Cost, Sustained Effects"
Seminar for New England Educators Sponsored by the New England School Development Council
Newport, NH

"The Training Program for Reading Recovery® Teachers"
Teachers and Administrators
Connecticut Association for Supervision and Curriculum Development (ASCD)
Waterbury Conn.

"Using the Running Record to Inform Instruction"
Teachers and Support Staff
Weare, NH

"Update on Reading Recovery® in New Hampshire"
State Board of Education
Concord, NH

"Introduction to Reading Recovery®: Video and Discussion"
Teachers and Administrators
Fall Mountain Regional School District
Langdon, NH

"The Teacher Training Class: Observation"
Administrators from Northern N.H. Districts
Jefferson, NH

The following presentations were made by Christine Chase:

"The Reading Recovery® Program and Teaching for Strategies"
Classroom Teachers and Support Staff
Nashua School District
Nashua, NH

"The Reading Recovery® Program and Teaching for Strategies"
Teachers and Administrators
Hooksett School District
Hooksett, NH

"Using Running Records to Inform Your Instruction"
Classroom Teachers
Floyd School
Derry, NH

"Using Running Records to Inform Your Instruction"
Classroom Teachers and Support Staff
Concord School District
Concord, NH

"An Overview of Reading Recovery® and An Example of One Child's Progress"
Primary Staff and Administrator
Clark School
Amherst, NH

"Reading Recovery®: An Effective Intervention for At-Risk First Graders"
School Committee
Epsom, NH

"A Report on the Results of Reading Recovery®"
School Committee
Concord, NH

"Effective Literacy Instruction: Principles that Should Guide Our Teaching"
Classroom Teachers
Andover, MA

The following presentations were made by Christine Chase and Ann Fontaine:

"Reading Recovery® in New England: Where Have We Been, Where Are We Going?"
New England Reading Association Annual Conference
Bedford, NH

"Developing A Self-Extending System in Writing"
Reading Recovery® Teachers and Teacher Leaders
Northeast Reading Recovery® Conference
Albany, NY

"Developing a Self-Extending System in Writing"
Ohio Reading Recovery® Conference
Reading Recovery® Teachers and Teacher Leaders
Columbus, OH

Informational Session on Reading Recovery®
Persons interested in participating in the project in 1993-94
State Department of Education

"Features of Text that Offer Support and Challenge to the Reader"
Reading Recovery® Teachers
Lesley College

"Effective Literacy Instruction: Principles that Should Guide Our Teaching"
Rockhill Reading Association
Manchester, NH

Demonstration Lesson and Discussion
Members of the Education Committee of the N.H. House of Representatives
Concord, NH

The following presentations were made by Sandra Tilton:

"Reading Recovery® Awareness Sessions"

For: Classroom Teachers
Wolfeboro, NH
Tuftonboro, NH
New Durham, NH
Ossipee, NH
Effingham, NH

For: School Board Members
Governor Wentworth School District, NH

For: Teachers interested in training program
Gorham, NH

For: Administrators
North Country Superintendents, Gorham, NH
SAU #48, Plymouth, NH

"The Observational Survey, Selection and Lesson Framework"
Northeast Regional Reading Recovery® Conference
Albany, NY

"Teaching for Strategies"
Classroom Teachers
Laconia, NH

"Teaching for Strategies"
Classroom Teachers
SAU #48 Curriculum Day
Plymouth, NH

"How Parents Can Support Early Literacy"
PTA
Lancaster, NH

"Building Support for and Around Reading Recovery®"
International Reading Association
San Antonio, TX

The following presentation was made by Christine Chase, Ann Fontaine, and Sandra Tilton:

"Reading Recovery®: A System Intervention"
Administrators from districts participating in the State Reading Recovery® Program
State Department of Education

RESEARCH REPORT

Year 3: 1992 to 1993

Research Plan

The objectives of the research plan were to gather data and information for the New Hampshire Site Report in order to address the six research questions, to identify specific strengths, and to work to improve areas of concern.

Definitions

The following are definitions for terms used in this report.

Reading Recovery® Program Children are all children who received 60 or more lessons in Reading Recovery® or who were discontinued from the program.

Discontinued Reading Recovery® Children are those children who successfully completed the program and who were officially released during the year or who were identified as having met criteria to be released at the final testing in June.

Not Discontinued Reading Recovery® Children are those children who had 60 or more lessons but were not officially discontinued (released) from the program for various reasons including moving from the school, not having time to complete a program before the end of school, being placed in another program such as special education, or not responding adequately to the program after 60 lessons.

Random Sample Children are those children who were randomly selected from the population of first grade children. Children who received any Reading Recovery® lessons were deleted from the sample.

Site Random Sample. One hundred and two children from the site were randomly selected. Class lists of all first grade children enrolled at schools with the Reading Recovery® Program were compiled. One total list was generated and used to randomly select 102 children. This total group provides a basis for determining an average range for comparison as a site average band.

The Diagnostic Survey is composed of six measures developed by Marie Clay. These measures are used to identify children who need Reading Recovery® and to provide a basis for beginning Reading Recovery® lessons.

Dependent Measures There are three dependent measures used for the study. These measures are from the Diagnostic Survey (Clay, 1979, 1985) and are described below.

> **Writing Vocabulary:** Children were asked to write down all the words they knew how to write in 10 minutes, starting with their own names and including basic vocabulary and other words. While this measure had no specific ceiling, time available would eventually constrain the potential score.

Dictation: Children were read a sentence and asked to write the words. In scoring children were given credit for every sound represented correctly, thus indicating the child's ability to analyze the words for sounds.

Text Reading: Children were told the title of a selection(s) given a brief, standard introduction, and asked to read text materials in graded levels of difficulty. The child's text reading level indicates the highest level of text that he/she read at 90% or above accuracy.

Text materials in graded levels of difficulty were constructed for testing purposes. For the first level, the Teacher reads Where's Spot? (Hill, Eric. Putnam, 1980). The child was asked to read on a page (no, no, no.). Unsuccessful reading is level A, accurate reading is Level B. After the first level, passages from the Scott Foresman *Special Practice Reading Books* were used to assess children's reading through level 24. Additional passages were selected from the Scott Foresman, 1976 edition and the Ginn and Company (Clymer and Venezky, 1982) reading program for levels 26, 28, and 30. Level 30 is from the last selection of the Ginn 6th grade reader, *Flights of Color.*

These texts were used for testing and research purposes only. They were not the same as those materials used in Reading Recovery® instruction and are not used as instructional materials in any first grade classrooms.

PROCEDURES

Selection of Children

Reading Recovery® Teachers asked the classroom Teacher to alternate rank the children in the classroom from top to bottom. Children from the bottom 20% were given the Diagnostic Survey in September. From this group, four children were selected as the first to receive Reading Recovery® lessons. The rest were placed on a waiting list to be picked up as an opening became available. Chapter 1 guidelines were followed in schools where Teachers were a part of the Chapter 1 Program.

Data Collection

In September, the selected first grade children at each school were tested using the Diagnostic Survey. Waiting list children who entered the program during the year were retested using the complete Diagnostic Survey prior to entry into the program. Children who were discontinued were tested on Writing Vocabulary, Dictation, and Text Reading at the time of exit from the program.

Writing Vocabulary, Dictation, and Text Reading assessments were administered to all Reading Recovery® children at the end of the school year in June. Pre and post Diagnostic Survey results on these three dependent measures were used to assess the outcome of the program and the progress of each student.
A sample of first grade students was randomly selected from first graders at the New Hampshire site. Teachers administered three parts of the Diagnostic Survey, (Writing

Vocabulary, Dictation, Text Reading) to these random sample children. This testing established an average range or average band of achievement levels of first graders at the site.

Research Questions

1. What proportion of Reading Recovery® Program children were discontinued?
2. What was the progress of Discontinued and Reading Recovery® Program children?
3. What proportion of Discontinued and Reading Recovery® Program children achieved end-of-year scores equal to or exceeding the average band of the Site?
4. What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?
5. What was the progress of Not Discontinued Reading Recovery® Program Children?
6. What informal responses were made by Teachers-in-training, previously trained Reading Recovery® Teachers, classroom teachers, administrators, and parents of Reading Recovery® children which reflect on the impact of the Reading Recovery® Program?
7. What percentage of the first grade population in each district is being served by Reading Recovery®?

Table 1

Status of All Children Served by the New Hampshire Site 1992-1993

DISTRICT	TOTAL SERVED	PROGRAM CHILDREN	DISCONTINUED	% PROGRAM CHILDREN DISCONTINUED
Amherst	15	13	13	100
Bath	6	5	4	80
Berlin	7	6	6	100
Campton	8	5	5	100
Claremont	11	9	4	44
Concord	79	59	48	81
Conval	41	33	30	91
Derry	30	24	19	79
Epsom	9	4	3	75
Fall Mountain	8	6	5	83
Franklin	14	9	7	78
Groveton	8	5	5	100
Hillsboro	13	9	9	100
Hooksett	7	5	4	80
Keene	7	6	5	83
Lebanon	29	22	14	64
Littleton	5	3	1	33
Manchester	40	32	29	91
Mascoma	14	11	11	100
Milford	8	7	7	100
Monadnock	4	4	2	50
Nashua	8	4	4	100
Newport	14	10	8	80
Raymond	13	10	6	60
Rochester	8	8	8	100
Seacoast	33	26	22	85
White Mt. Region	33	25	22	88
Weare	8	4	4	100
Woodsville	11	10	9	90
SAU #30	21	17	13	76
SAU #48	26	23	17	74
SAU #49	12	8	8	100
TOTAL	550	422	352	83

RESULTS OF RESEARCH

Year 2: 1992-1993

Question #1:	What proportion of Reading Recovery® Program children were discontinued?

The decision to discontinue is carefully made in conjunction with the Teacher Leader. Decisions concerning whether or not children could be discontinued were made by examining a variety of data for each child: 1) highest level of text reading at 90% accuracy or better; 2) scores on two additional Diagnostic Survey assessments: Writing Vocabulary and Dictation; 3) reading behavior as shown in recent running records and the Text Reading tests; and 5) achievement in the classroom instructional program.

Question #1 Results:

Of the 422 Reading Recovery® Program children at the New Hampshire Site, 352 were discontinued. This number represents 83% of the program population. (See Table 1)

Question #2:	What was the progress of Discontinued and Reading Recovery® Program children?

Comparisons of September and June scores were made on the three measures of the Diagnostic Survey: 1) Writing Vocabulary, 2) Dictation, and 3) Text Reading Level, for both the Discontinued and Reading Recovery® Program children.

Question #2 Results:

The following table (Table 2) summarizes the progress of the total discontinued group and the Reading Recovery® Program children from September to June on all three measures of the Diagnostic Survey.

Table 2

Summary of Diagnostic Survey Scores for Discontinued Reading Recovery® Children and Reading Recovery® Program Children

Measure	Month of Testing	Discontinued Reading Recovery Children (mean)	Discontinued Reading Recovery Children (N=)	Reading Recovery Program Children (mean)	Reading Recovery Program Children (N=)
Writing Vocabulary	September June	4.11 51.04	289 345	3.82 48.67	359 406
Dictation	September June	6.86 34.72	288 345	6.25 34.02	358 407
Text Reading Level	September June	0.71 16.98	289 345	0.70 15.62	359 406

Question #3: What proportion of Discontinued Reading Recovery® Children and Reading Recovery® Program children achieved end-of-year scores equal to or exceeding the average band of the Site?

End-of-year scores on three measures of the Diagnostic Survey, (Writing Vocabulary, Dictation, and Text Reading Level) for Discontinued and Reading Recovery® Program Children were compared to a site average band. The average band was determined by calculating the mean for each of these three measures for a group of 102 randomly selected first grade students at the site. The average band was considered to be .5 standard deviations above and below the mean. In computing the average band children who had received any Reading Recovery® Lessons were deleted from the sample.

Question #3 Results:

The proportion of discontinued children who achieved end-of-year scores equal to or exceeding the site average band ranged from 83% for Text Reading to 91% for Writing Vocabulary. The proportion of Reading Recovery® Program Children who achieved end of year scores equal to or exceeding the site average band ranged from 71% for the Text Reading to 83% for Writing Vocabulary.

The following tables (Tables 3 and 4) and figures (figures 1, 2, 3) illustrate the end-of-year scores for Discontinued and Program Children in comparison to the site average band.

Table 3

Proportion of Discontinued Reading Recovery® Children Scoring Equal To or Exceeding the Average Band at End-of-Year Testing

Measure	Average Band	Number of Discontinued Reading Recovery Children Equal to or Exceeding Average Band	Proportion of Discontinued Reading Recovery Children Equal to or Exceeding Average Band
Writing Vocabulary	37.96-55.00	313	0.91
Dictation	32.19-36.35	306	0.89
Text Reading Level	13.50-22.58	285	0.83
Number of Discontinued Reading Recovery Children Tested in June = 345			

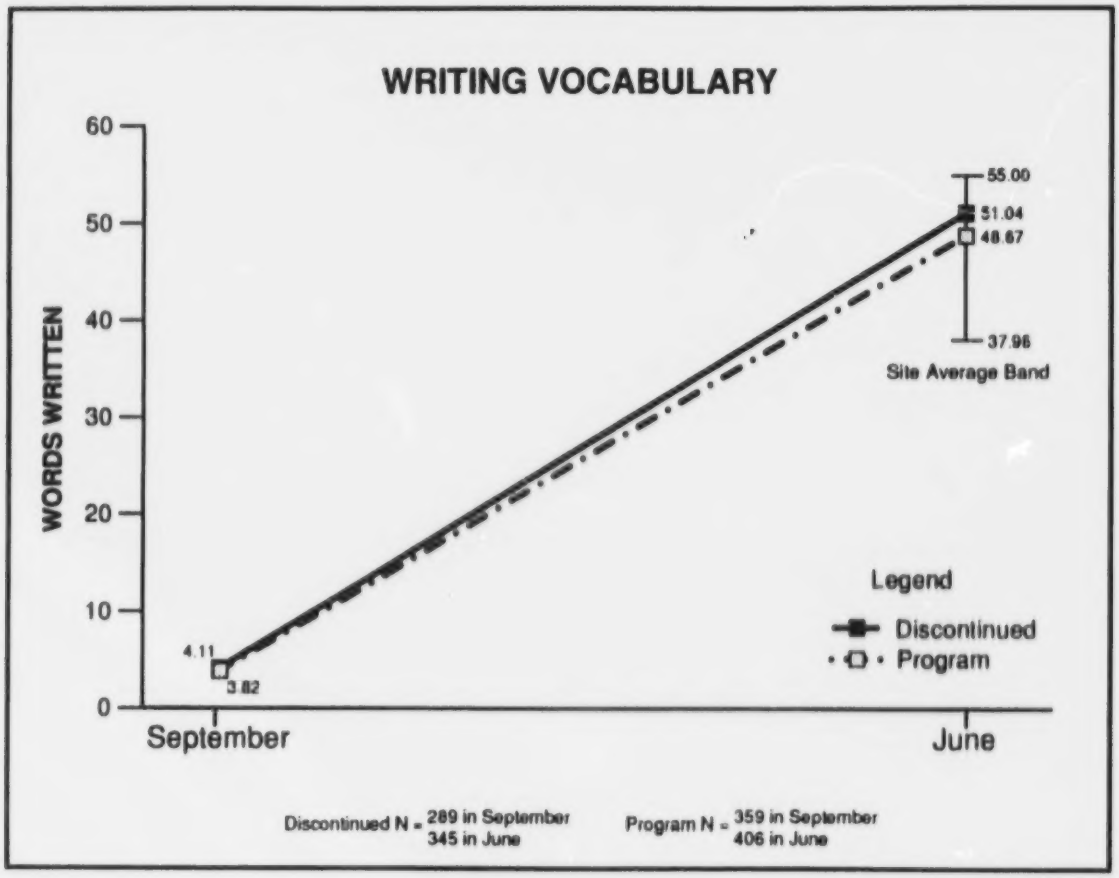
Table 4

Proportion of Reading Recovery® Program Children Scoring Equal To or Exceeding the Average Band at End-of-Year Testing

Measure	Average Band	Number Reading Recovery Program Children Equal to or Exceeding Average Band	Proportion of Reading Recovery Program Children Equal to or Exceeding Average Band
Writing Vocabulary	37.96-55.00	338	0.83
Dictation	32.19-36.35	334	0.82
Text Reading Level	13.50-22.58	288	0.71
Number of Reading Recovery Program Children Tested in June = 406			

Figure 1

Progress of Total Discontinued Group and Reading Recovery® Program Children on Writing Vocabulary. Writing Time Limit = 10 minutes



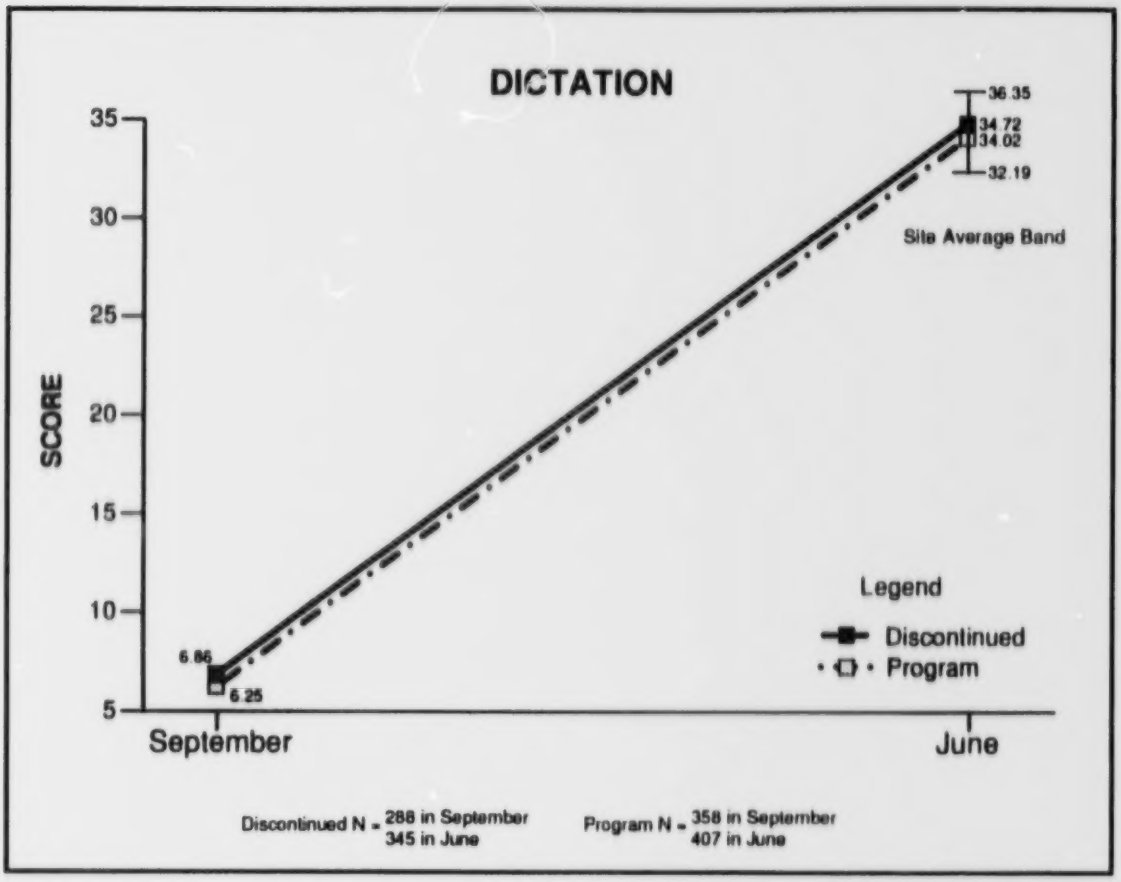
Mean Scores

	Sept	June
Discontinued Reading Recovery® Children	4.11	51.04
Reading Recovery® Program Children	3.82	48.67

Average Band Mean = 46.48

Figure 2

Progress of Total Discontinued Group and Reading Recovery® Program Children on Dictation. Highest Possible Score = 37



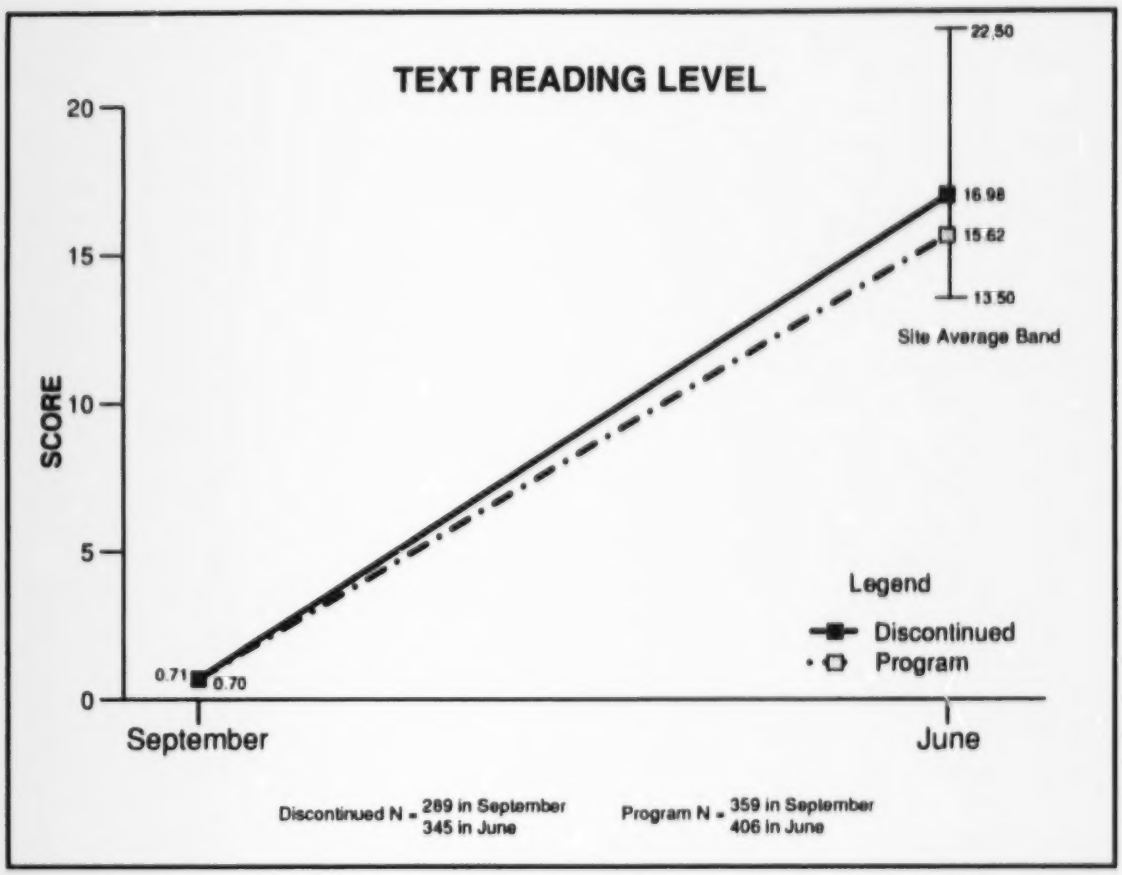
Mean Scores

	Sept	June
Discontinued Reading Recovery® Children	6.86	34.72
Reading Recovery® Program Children	6.25	34.02

Average Band Mean = 34.27

Figure 3

Progress of Total Discontinued Group and Reading Recovery® Program Children on Text Reading Level. Highest Possible Score = 30



Mean Scores

	Sept	June
Discontinued Reading Recovery® Children	.71	16.98
Reading Recovery® Program Children	.70	15.62

Average Band Mean = 18.03

Discussion: Question #3 Results

As illustrated in Figures 1, 2, and 3 both Discontinued and Reading Recovery® Program children attained scores on all three measures which were within the average band. On Writing Vocabulary and Dictation, the Discontinued and Program children exceeded the mean score of the average band. Progress for both groups on Text Reading Level represents achievement at the end of the first grade reader. (The Reading Recovery® levels 9 through 12 are within a primer range; levels 14 and 16 represent a first grade reader, 18 and 20 a second grade reader. The highest level, level 30, is a sixth grade level passage.)

Past experience and follow-up studies have shown that discontinued readers at the end of first grade have developed a self-improving system and have the strategies to continue to make progress within or above the average in their classrooms.

Question #4:	What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?

Entry, exit, and end-of-year scores for three measures of the Diagnostic Survey were compared for children who were discontinued at least eight weeks prior to the final testing period. After being discontinued from Reading Recovery®, children received no further extra help but were expected to continue to make progress by independent reading and classroom instruction. Discontinuing dates and the number of lessons vary based on the individual child's progress; therefore, the time of discontinuing is not specific and these scores are labeled exit on the graphs that follow.

Question #4 Results:

The progress of children discontinued prior to April 1 on three measures of the Diagnostic Survey are reported on table 5 and illustrated in figures 4, 5, 6.

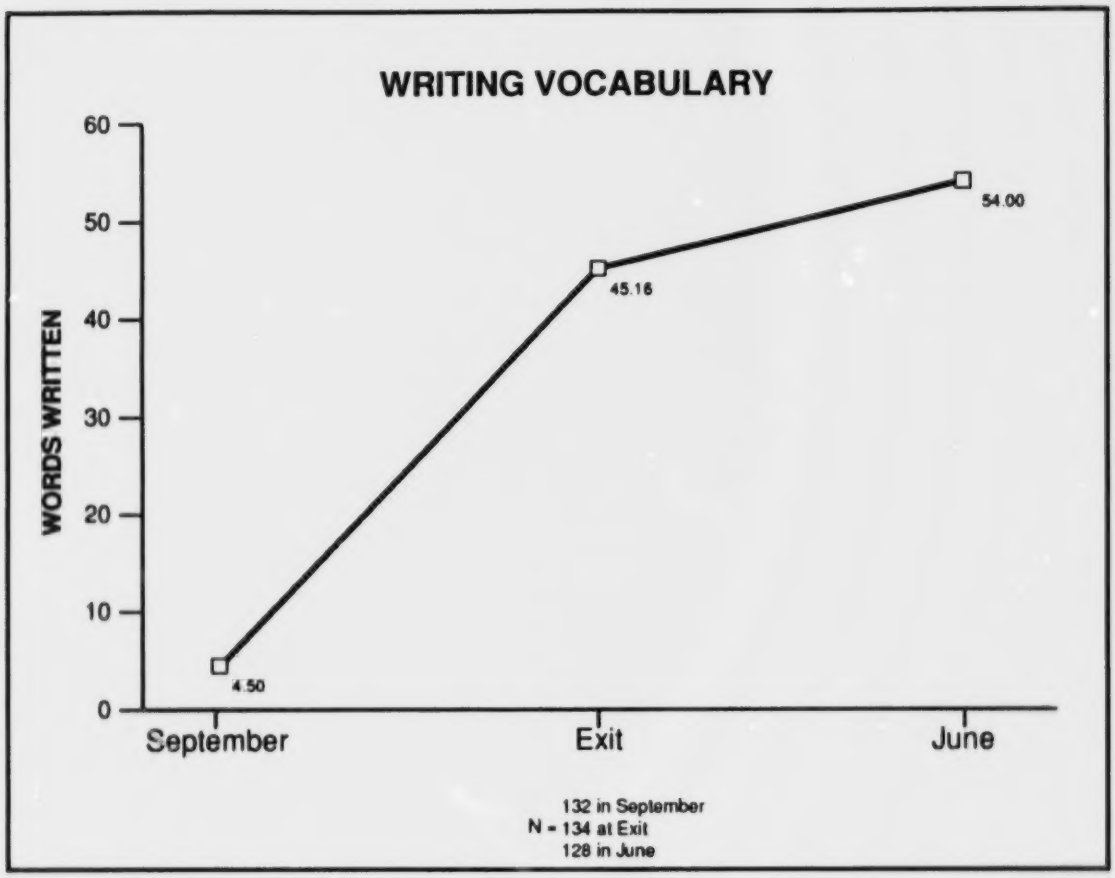
Table 5

Progress of Children Discontinued Prior to April 1

Measure	September	Exit	End-of-Year
Writing Vocabulary (Max = 10 Minutes)	4.50	45.16	54.00
Dictation (Max = 37)	7.82	34.31	35.38
Text Reading Level (Max = 30)	0.75	13.25	19.53
	(N = 132)	(N = 134)	(N = 128)

Figure 4

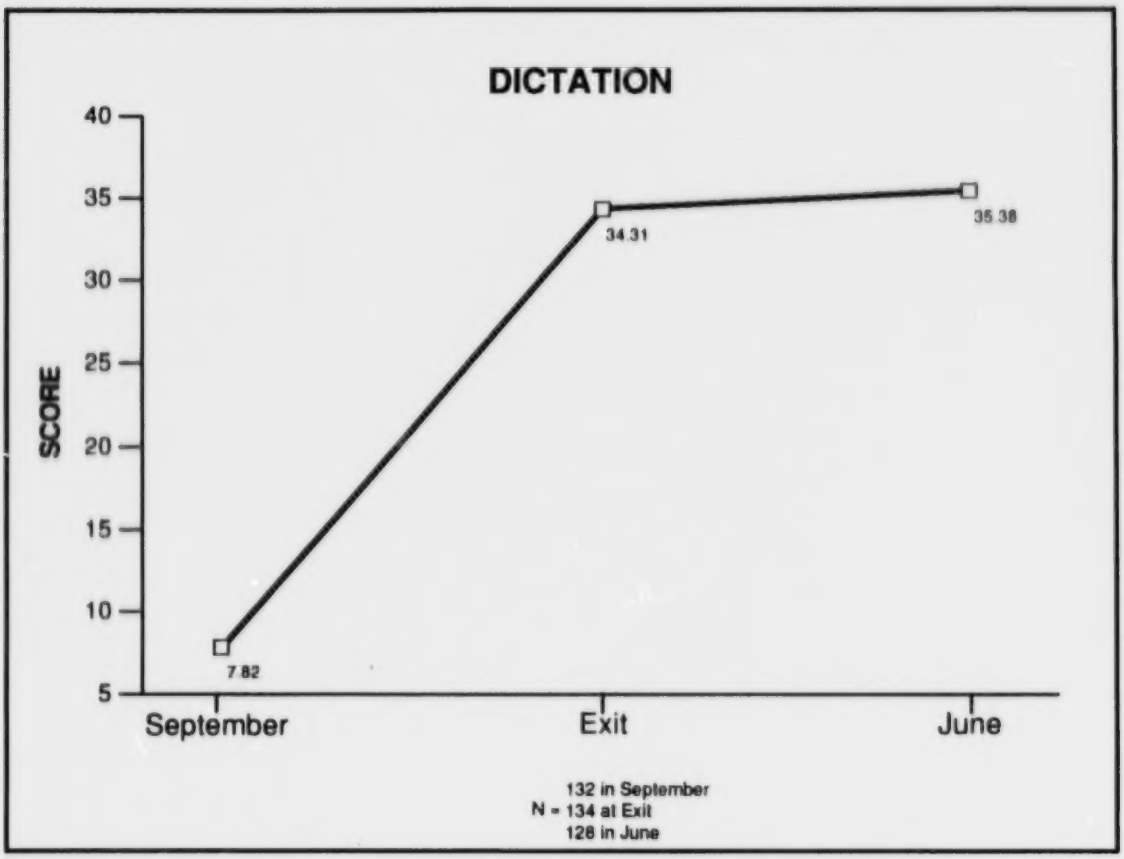
Progress of Discontinued Children on Writing Vocabulary
(Discontinued Prior to April 1)
Writing Time Limit = 10 Minutes



	Sept.	Exit	June
Mean Scores Writing Vocabulary	4.50	45.16	54.00
N =	132	134	128

Figure 5

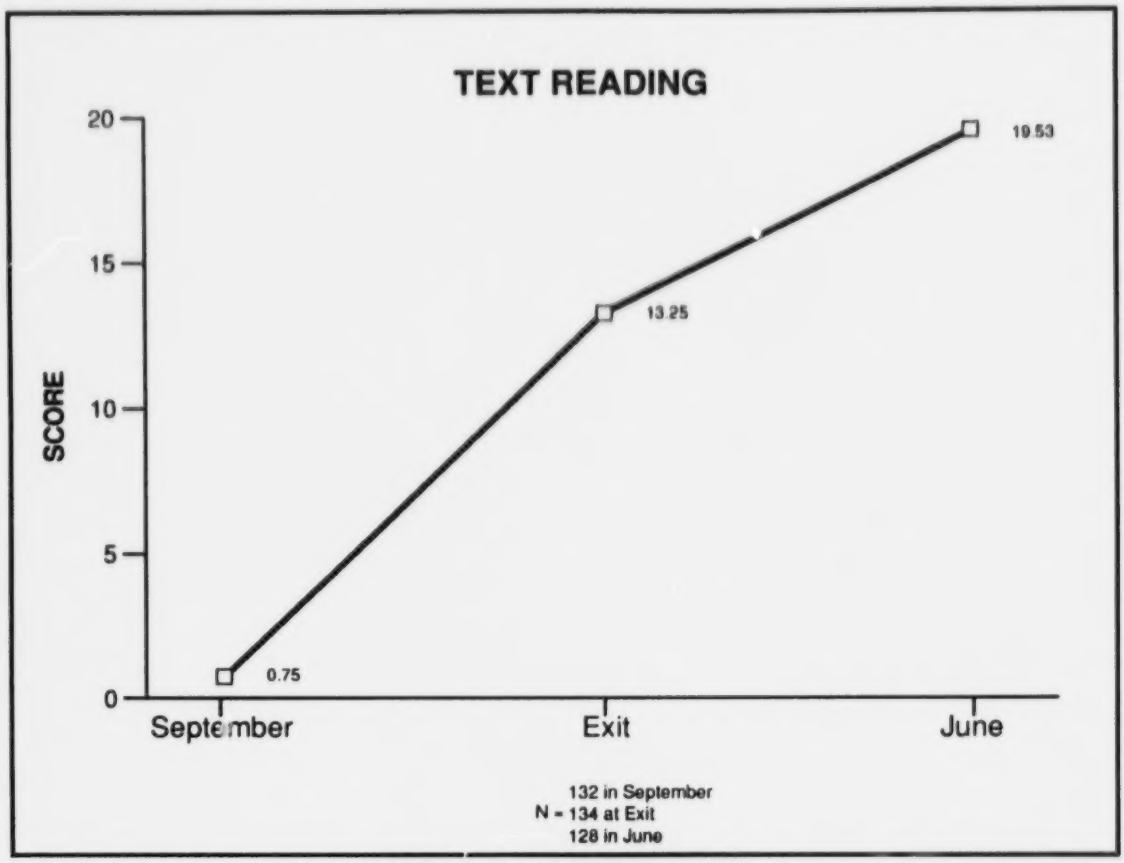
Progress of Discontinued Children on Dictation
(Discontinued Prior to April 1)
Highest Possible Score = 37



	Sept.	Exit	June
Mean Scores Dictation	7.82	34.31	35.38
N =	132	134	128

Figure 6

Progress of Discontinued Children on Text Reading Level (Discontinued Prior to April 1)



Highest Possible Score = 30

	Sept.	Exit	June
Mean Scores Text Reading Level	.75	13.25	19.53
N =	132	134	128

Children who discontinued prior to April 1 illustrate, in the above figure, the concept of a self-improving system. These children continued to make successful progress as they learned to read and improved their reading achievement by reading. These discontinued children achieved end-of-the-year scores exceeding the mean of the site average band on all three measures. Their text reading level score represents a second semester of grade two reading level. This progress was attained with an average of 61.01 lessons.

Question #5: What was the progress of Not Discontinued Reading Recovery® Program children?

In previous years of the Reading Recovery® Program, Teachers and Teacher Leaders have become aware of some children who receive 60 or more lessons but are not considered discontinued. However, improvement and progress can be noted for many of these students. To address Question #5 pretest and post-test scores on three measures of the Diagnostic Survey were compared.

Question #5 Results:

Of the 422 Reading Recovery® Program children, 70 children were considered not discontinued. This number represents 17% of the program population. Although these 70 children did not achieve end-of-the-year scores equal to the site average band, significant gains were made on all three test measures. These Not Discontinued Program children received an average of 100.83 lessons. The following factors may have influenced their lack of accelerated progress:

1. Attendance
2. Teachers in training lacked experience working with the most difficult to teach children
3. Lack of congruence between classroom program and Reading Recovery® instruction
4. Limited availability of Teacher Leader assistance to previously trained Teachers
5. Children needed additional or longer term educational services

The progress of the Not Discontinued Reading Recovery® children is illustrated in the following table and line graphs.

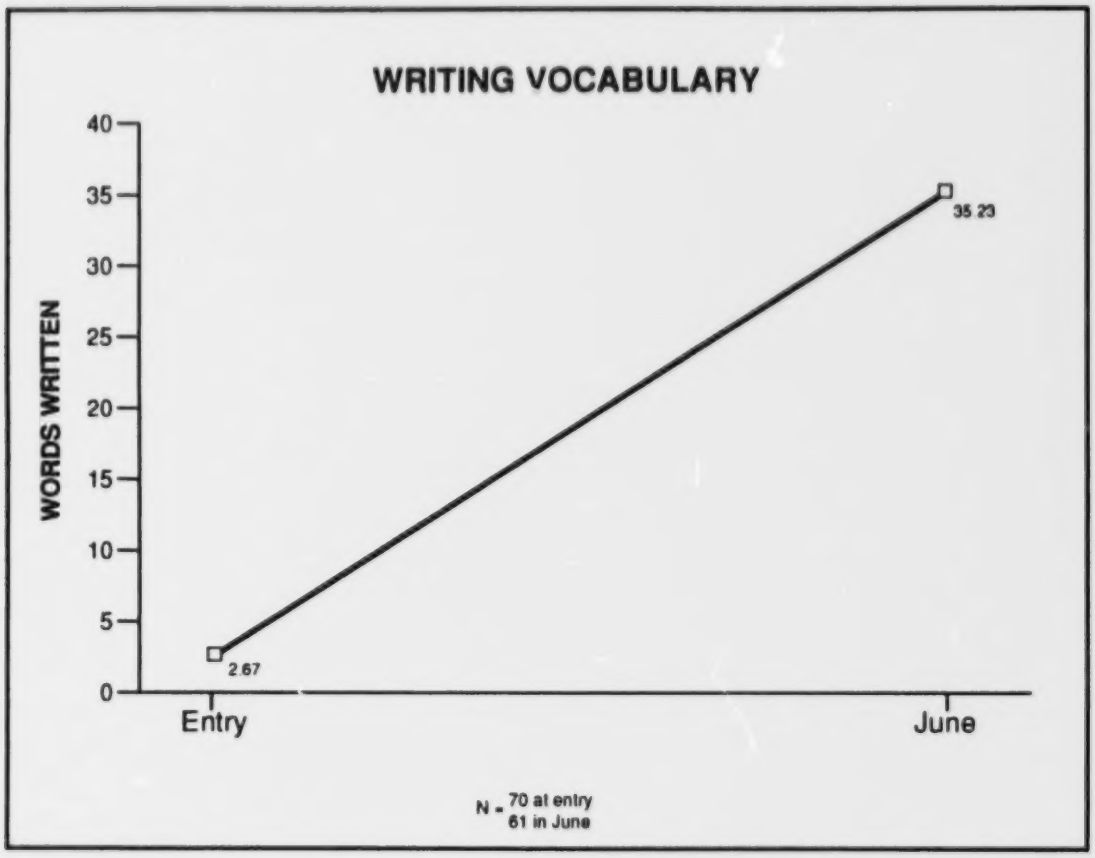
Table 6

Summary of Diagnostic Survey Scores
For Not Discontinued Reading Recovery® Program Children

Measure	Entry Spring Testing	Not Discontinued Reading Recovery Program Children (Mean)	Number
Writing Vocabulary	Entry Spring	2.67 35.23	70 61
Dictation	Entry Spring	3.99 30.15	70 61
Text Reading Level	Entry Spring	0.63 7.90	70 61

Figure 7

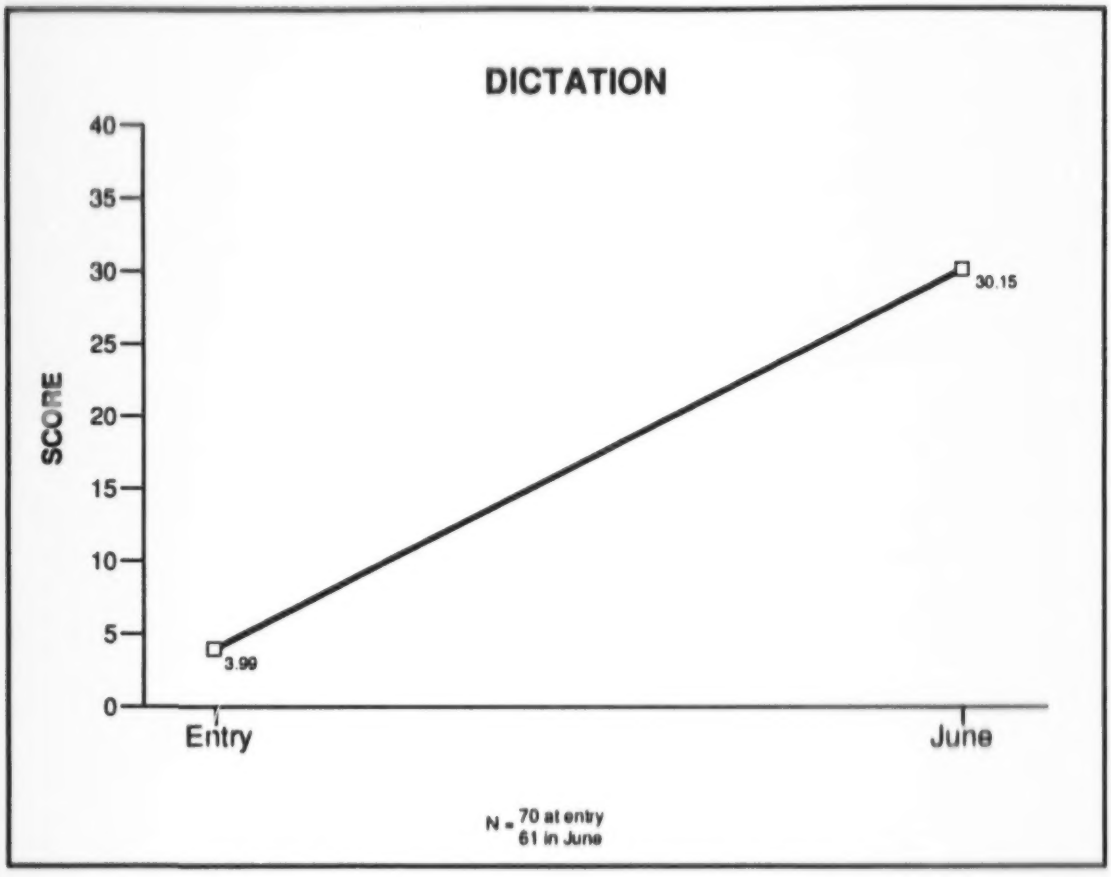
Progress of Not Discontinued Children on Writing Vocabulary
Writing Time Limit = 10 Minutes



	Entry	June
Mean Scores Not Discontinued Reading Recovery® Children	2.67	35.23
N=	70	61

Figure 8

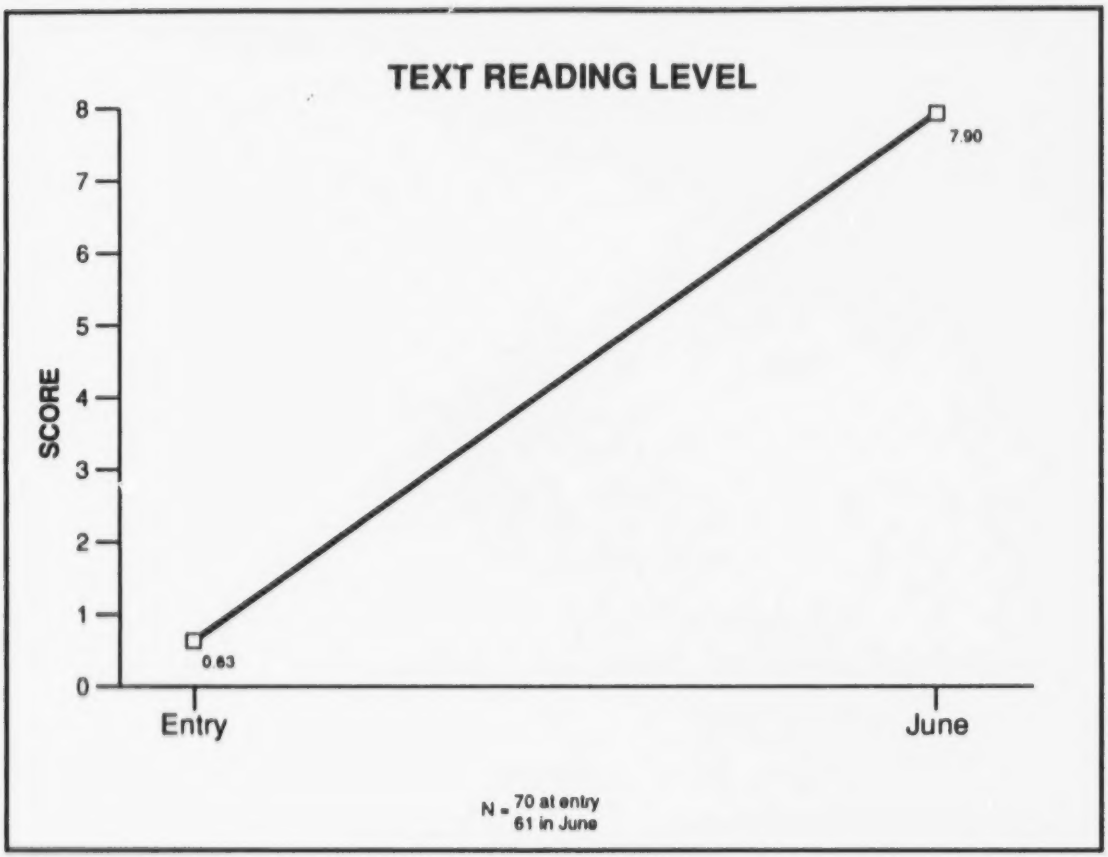
Progress of Not Discontinued Children on Dictation
Highest Possible Score = 37



	Entry	June
Mean Scores Not Discontinued Reading Recovery® Children	4	30.2
N=	70	61

Figure 9

Progress of Not Discontinued Children on Text Reading Level
Highest Possible Score = 30



	Entry	June
Mean Scores Not Discontinued Reading Recovery® Children	.6	7.9
N=	70	61

Question #6	What informal responses were made by Teachers-in-training, previously trained Reading Recovery® Teachers, classroom teach ers, administrators, and parents of Reading Recovery® children, which reflect on the impact of the Reading Recovery® Program?

The answer to this question was obtained by surveying Reading Recovery® Teachers, classroom teachers, administrators, and parents using individual surveys developed especially for each group. (Copies of the individual surveys can be found in the Appendix C.)

Question #6 Results:

The overall response from all groups was very positive and supportive. It was generally indicated that the program was most beneficial and should be expanded. A total of 874 surveys were distributed to Reading Recovery® Teachers, classroom teachers, administrators and parents. There was a collective return rate of 87%. Following is the breakdown of distribution, return rate, and summaries of the surveys and comments by category.

In-Training Reading Recovery® Teachers

There were 32 surveys distributed to in-training Reading Recovery® Teachers. The return rate for in-training Teachers was 32 of 32 or 100%. In-training Teachers indicated they had learned a great deal about the reading process and the teaching of reading this year. The average growth on a scale of 1 (learned nothing) to 5 (learned a great deal) was 4.9. The in-training Teachers indicated on the survey that their views of how children learn to read and write have undergone changes. They indicated that the Reading Recovery® training has impacted their professional growth as a teacher in a variety of ways.

Following are sample comments from the survey about the reading process, the teaching of reading and how children learn to read and write.

> *"I am even more convinced that we must meet the needs of all students. We must never teach to a program. We must look at each child individually to determine his/her reading program."*
>
> *"I've discovered ALL children can learn to read. I've learned to focus and build on the child's strengths instead of on his weaknesses, as I have done in the past. I've learned to withhold help and to encourage further searching. I've learned my role is to keep the learner at the cutting edge of his or her competencies."*
>
> *"ALL CHILDREN can learn to read and write. It's up to us as Teachers to find out the most powerful reading and writing tools to use. Reading Recovery® showed me those tools."*
>
> *"Students learn by and through reading and writing, and do not need to learn isolated bits prior to reading and writing. They learn to use strategies while acquiring further knowledge about print."*

The teachers were asked to comment on the highlights of their training year. The following are representative responses.

> *"The highlight for me was reading about, talking about, thinking about and understanding a behavior, strategy, cuing system or effective teaching procedure and then witnessing the application and seeing that it works—apprenticeship teaching!"*

> *"The day a child took a (new) book and began to read independently without looking to me for any help or confirmation."*

> *"Recognition that phonics/letter instruction is not necessary to reading. This was difficult to accept in light of all my reading training. But, I quickly saw proof that it was not necessary. Also, the acceleration, confidence and feeling of success that these children have is incredible. I would not have believed it possible before this year."*

> *"The learning - from the children, my colleagues, the Teacher Leader and the Teacher Leaders-in-Training. I have learned how to learn. Reading Recovery® has opened up a world of understanding."*

In-training Teachers were asked to comment on the least valuable experiences of the year. The following comment is representative of their responses:

> *"I can't really think of anything that did not turn out to be valuable—some things I did not see as immediate value but they turned out to be appropriate at later dates in my development."*

Other comments reflected individual learning needs. There was no common experience which Teachers in-training identified as "least valuable."

The in-training Teachers felt that parental involvement was important to a child's success. They worked to involve parents in their children's Reading Recovery® Program in a variety of ways.

a) phone calls
b) observing a Reading Recovery® lesson
c) written communication, such as progress reports, journals, notes
d) parent/teacher conferencing
e) attending Behind the Glass sessions
f) encouraging parents to listen to their child read the books and sentences sent home daily
g) sending a video of a Reading Recovery® lesson

The in-training Teachers have set goals for themselves for the 1993-94 year. The commonalities in their goals are:

a) refine their teaching and observation skills
b) communicate better with classroom teachers to insure the transfer of learning into the classroom setting

c) have more contact with parents, and work to improve parent involvement
d) respond to teacher requests for in-service sessions
e) participate in more colleague exchange
f) work with principals to ensure successful implementation of Reading Recovery® in the system

The in-training Teachers had good insights into how Reading Recovery® training contributed to their growth as a Teacher.

"The word expectations has new meaning. At the beginning of the year I had some doubts as to how successful I would be. I have never seen such gains in all the years I have taught."

"This has been the most exciting and demanding year since I became a reading specialist, I just wish I had learned all of this earlier."

"I've learned more this year... than any course in college (for 8 years), and inservice, or workshop... The training I received is something I will use forever... I now feel I have a lot more to offer with Reading Recovery®."
"I've discovered how to sit back and observe and record behavior and to work from the child's responses. I've learned I can make on-the-spot decisions. Not only was the child growing and learning but I discovered my views were constantly changing as I was following the child. I've learned to listen to both my students and my colleagues."

"Although I have my masters in reading plus have taken over a dozen reading courses this program has given me so much more insight into just how young children learn to read."
"I realize, more than ever, that there are no package deals in education. We must take children from where they are and move forward."

"(Reading Recovery® has) made me better able to prioritize and be reflective in what I have done, what I'm doing and what I should do next."

Trained Teachers

There were 50 surveys distributed to trained Reading Recovery® Teachers. The return rate was 49 of 50 or 99%. On a scale of 1 (not a very good program) to 5 (a very good program) trained Teachers viewed Reading Recovery® as a very good program, giving it an average score of 4.9.

Trained Teachers Commented on the highlights of their year.

"I feel my teaching is the best it has been—my ability to use and keep records improved greatly."

"Great communication with this year's (classroom) Teachers."

"One highlight is the satisfaction and pleasure the students have shown as they become confident readers. Two—not being the only Reading Recovery® Teacher in my school—it's nice to have someone else (to) share the burden."

"Assisting (with other Reading Recovery® staff) in the presentation of a series of workshops to our staff on current research and practice in the teaching of reading and writing. The dialogue that resulted has been wonderful. It will be the foundation for future discussions about students and curriculum. We now have a common "language" of literacy and are advancing toward a more unified understanding of the reading process."

"A student that was thought to be hopeless because of attitude went to the top reading group and was discontinued at 34 lessons."

Trained Reading Recovery® Teachers indicated they had continued to grow and learn professionally during the year. The average growth on a scale of 1 (learned nothing) to 5 (learned a great deal), was 4.3.

Trained Reading Recovery® Teachers accept responsibility for their learning:

"Support and motivation is there. Once Reading Recovery® becomes a part of you, you continually seek new and better understanding. Growth seems to perpetuate itself."

"My growth is inevitable if I constantly see myself as a learner who is openminded and willing to seek help from colleagues and available resources."

The trained Teachers placed a high value on in-service sessions and contact with other reading Recovery Teachers. The following comments reflect this:

"The Reading Recovery® Teachers in our district get together once a month, and keep in contact by phone two or three times a month."

"The Northeast and National Reading Recovery® Conferences, problem solving using taped and video lessons, telephone conversations. These have all been very helpful."

Teachers did express some concerns about their professional growth now that they are removed from the weekly training sessions:

"It is sometimes hard for me to see what I'm doing wrong—I need the feedback of others... I miss the observations by the leader. She brings greater insights into the program and I always learn more when she's here. I wish there could be more contact after the training year."

"The conference in Albany provided updates in Reading Recovery® theory, as well as practical presentations involving lessons. Our inservice sessions seem to be too large an audience to continue with the training style format. They are also so far apart in time that there is no continuity... I do wish that there was a way to provide more maintenance coverage for those of us in the field."

As they think about their role and responsibilities in Reading Recovery® for next year, they have set some goals for themselves. The commonalities in their goals are:

1. Improve their teaching
2. Improve communication with parents
3. Improve communication with classroom teachers.
4. Seek colleague help earlier in the year and/or more often

Trained Teachers expressed some concerns about the success of Reading Recovery® as a system intervention in their schools. Following are representative comments.

> *"Reading Recovery® is a difficult program for Teachers because of the intensity of the program. Not being fully implemented increases this as the progress seems slower. Full implementation is important for the Reading Recovery® Teacher, those students who need it, and for classroom Teachers to truly understand the value of the program."*

> *"I sometimes get frustrated with lack of perception of Reading Recovery® as a system intervention. Classroom transfer of strategies and success should be easier to attain. No matter how successful a Reading Recovery® program is within a district - unless the district has embraced the philosophy and strategy of the program our success will always be limited."*

Classroom Teachers

There were 192 surveys distributed to classroom teachers. The return rate was 189 of 192 or 98%. Overall classroom teachers on a scale of 1 (not a very good program) to 5 (a very good program) viewed the program as being a very good program with an average score of 4.7. They noted positive observable changes in the students participating in Reading Recovery®.

> *"The students have been able to 'follow and succeed with' a first grade routine. Their willingness to participate in classwork was strengthened... they wanted to learn."*

> *"The reading strategies that the children learned—enabled and empowered the students to succeed in our present 'basal' series program."*

> *"My one behavior problem student is showing progress with his reading and is really beginning to pull his skills together."*

> *"The children are much more focused, confident, willing to take risks."*

> *"The program follows the philosophy that all children can learn! They turned a boy into a reader and gave him the best gift of all: Literacy!"*

In addition to the impact of Reading Recovery® on the students participating, many classroom teachers commented on the impact the Reading Recovery® Teacher and program had on their own teaching.

> *"As a first grade classroom Teacher, I couldn't do it, or do it as well, without a Reading Recovery® program."*
>
> *"... we were able to incorporate some of the Reading Recovery® strategies in the classroom to the benefit of everyone. I was able to move along more quickly with the rest of the class."*
>
> *"What I have seen in my classroom over the last 3 years has caused me to become a part of the program as a trainee."*
>
> *"Having students in the program has benefitted the whole class. I feel I've been able to teach at a higher level, and yet include everyone. I really can't say enough good things. Strategies they stress really work!"*
>
> *"(The Reading Recovery® Teacher) has taught me a great deal this year."*

The following comments are representative of the common concern of classroom teachers:

> *"I wish all the children in our first grades who are in need could receive this program."*
>
> *"It doesn't reach many kids and we have a lot of kids who need help."*

Administrators

There were 91 surveys distributed to administrators. The return rate was 78 of 91 or 86%. On a scale of 1 (not a very good program) to 5 (a very good program) administrators rated the program as a very good program with an average score of 4.7. The administrators indicated that Reading Recovery® had a positive effect on the students, Reading Recovery® Teachers, classroom teachers, parents and the school as a whole. The following are a sample of comments made by administrators.

> *"We have enthusiastic readers rather than reluctant remedial plodders."*
>
> *"An amazing impact!"*
>
> *"Teachers are more knowledgeable about Reading Recovery® and are beginning to use some of the Diagnostic Survey in their work. Many Teachers are using running records."*
>
> *"We are pleased to have the program and are excited that we will have a second Teacher being trained. I see Reading Recovery® as a catalyst for positive changes in our teaching and approaches to intervention. We need to develop opportunities for our primary level staff—regarding philosophy/goals, techniques, and ways for*

Teachers to support the Reading Recovery® child as he/she is discontinued. Classroom Teachers and their students would benefit from this and we may see more carryover to the classroom."

"For many of the students it is their first positive academic experience."

"Several children who normally would be referred to Special Education are now reading. They have self-confidence and self-esteem."

"I have no concerns for implementing Reading Recovery® in our school next year. We look forward to another successful year with 3 dedicated Teachers who (successfully) service a very needy population."

Administrators concerns about Reading Recovery® for next year are: (1) financial, (2) wanting more Teachers trained in order to serve more children, and (3) working to involve classroom teachers in the process.

"More education of classroom Teachers is necessary."

"Over the next several years it is necessary to expand and infuse Reading Recovery® philosophy and strategies in kindergarten through third grade."

"I had been able to get the money for 2 Reading Recovery® Teachers through these extremely difficult budget times and then had to give them up because there were no (state) slots available for training."

Parents

There were 509 surveys distributed to parents of Reading Recovery® children. The return rate was 419 or 82%. On a scale of 1 (not a very good program) to 5 (a very good program), parents viewed Reading Recovery® as a very good program, giving it an average score of 4.9.

Following are a sample of the comments made by parents about how Reading Recovery® affected their child's experience in school.

"I feel you can see results from one week to the next."

"The program is a major part of our life, it has helped me to know how to help him... it is one of the best steps to learning that we have ever taken, it makes the school more special."

"I just wish my third grader could have had the opportunity to be in the program."

"Reading Recovery® has affected my daughter in a very positive way. Starting first grade was very difficult. She didn't want to leave me for such a long day until she was in the Reading Recovery® Program—then she looked forward to coming to school and was very excited about learning to read."

"(My child) enjoys reading thoroughly and enjoys writing. He continues to share these types of activities from school with us. His confidence continues to build from his experience in Reading Recovery®. He also learned a lot about perseverance and how it pays off."

"(My child) THOROUGHLY enjoyed Reading Recovery®. It was one of the few experiences at school she readily talked about at the end of the day!!"

Following are a sample of comments about what they would tell another parent about the program.

"That my daughter was a participant for a few short months and that she learned more in that time than I ever thought possible."

"That Reading Recovery® is an excellent program that works. The Teachers are well trained and really care about the children."

"A great program worth sending your child to. If you don't think so take the time to watch a lesson, I GUARANTEE you will agree."

The following are some general comments made by parents which seem to summarize their feelings about the impact of Reading Recovery® on their children's learning to read.

"I wish that they had this program around for an older son, who is still struggling in sixth grade. It would have made a big difference for him also."

"My son thinks of the Reading Recovery® program as the fun part of the day where he can do everything right."

"I think Reading Recovery® is very effective. My son only knew how to read five words when he started it. Now he reads whole books and understands what they mean. He will pick up a book and read before he will play a video game. Now I call that amazing progress."

"I hope this goes on for those who need it."

Parents also observed the impact Reading Recovery® had on their roles AND the Teachers.

"The Reading Recovery® Program helped not only my children but also myself and my husband with the tools and techniques to work with the girls."

"I was really impressed when we went to Concord and my child sat behind the one-way mirror. I think that's a really great way to help the Teachers."

Question #7: What percentage of the first grade population in each district is being served by Reading Recovery®?

SCHOOL DISTRICT	# FIRST GRADERS	# READING RECOVERY CHILDREN	% SERVED	# PROGRAM CHILDREN	% PROGRAM CHILDREN SERVED
Amherst	190	15	8%	13	7%
Bath	12	6	50%	5	42%
Berlin	117	7	5%	6	6%
Campton	42	8	19%	5	12%
Claremont	196	11	5%	9	4%
Concord	453	79	17%	59	13%
ConVal	233	41	18%	33	14%
Derry	517	30	6%	24	5%
Epsom	56	9	16%	4	7%
Fall Mountain	168	8	5%	6	4%
Franklin	117	14	12%	9	8%
Groveton	42	8	19%	5	12%
Hampton	230	14	6%	11	5%
Hillsboro-Deering	114	13	11%	9	8%
Hooksett	133	7	6%	5	4%
Keene	268	7	3%	6	2%
Laconia/Gilmanton	227	21	9%	17	7%
Lebanon	154	29	19%	22	14%
Littleton	96	5	5%	3	3%
Manchester	1245	40	3%	32	2.5%
Mascoma	154	14	9%	11	7%
Milford	160	8	5%	7	4%
Monadnock	121	4	3%	4	3%
Nashua	1166	8	.7%	4	.3%
NewDurham	29	6	20%	4	14%
Newport	103	14	14%	10	10%
North Hampton	62	7	11%	7	11%
Ossipee	42	6	14%	4	10%
Raymond	174	13	7%	10	6%
Rochester	400	8	2%	8	2%
SAU #48	145	26	18%	23	16%
Seabrook	88	12	14%	8	9%
Weare	128	8	6%	4	3%
White Mountain	121	33	27%	25	21%
Woodsville	66	11	17%	10	15%

PROJECT CONTINUATION 1993-94

There will be two in-training classes during the 1993-94 school year. One class of eleven Teachers will be held in Concord at the existing training center at Kimball School. Ann Fontaine will teach this class.

A second in-training class will be held at the Jefferson training center. Sandra Tilton will teach twelve Teachers. For a listing of in-training Teachers and their school districts see Appendix B.

Chris Chase will be employed by the Concord School District as a Teacher Leader in order to speed total implementation in that district. She will have a class of 12 Concord Teachers and will conduct inservice sessions for the nine previously trained Concord Teachers.

Teachers-in-training will attend a week long workshop at their respective centers in August. These sessions will prepare Teachers to begin working with children as soon as schools open.

Ann and Sandra will each conduct inservice sessions for previously trained Reading Recovery® Teachers. The purpose of these sessions is to extend the Teachers' understanding of children and the reading process. Julie Whitehead, a Teacher Leader based in the Salem, Massachusetts School District, will be contracted to conduct inservice sessions for some previously trained Reading Recovery® Teachers. (Appendix A contains a complete list of trained Reading Recovery® Teachers.)

In addition to training new Teachers and following previously trained Teachers, Teacher Leaders will offer inservice sessions to teachers, administrators and school boards on topics of interest and/or need as their time permits. These inservices will be offered to districts which have Teachers participating in the program. Awareness sessions will be offered in the spring for districts interested in participating in the program in the 1994-1995 school year. In the spring of 1994 all trained and in-training Reading Recovery® Teachers will participate in the collection of data in order to evaluate the continued effectiveness of Reading Recovery® in New Hampshire. These data will be compiled and summarized by the Teacher Leaders into the 1993-94 State Report. A session reporting the results of implementation of Reading Recovery® in New Hampshire will be offered.

Teacher Leaders will continue to collaborate with educational leaders throughout New England.

The Concord training class will participate in the Teacher Leader intern program at Lesley College. These interns will observe the Teacher Leader role and gradually assume some of the responsibilities of the Teacher Leader as the year progresses.

New Hampshire Teacher Leaders will continue to improve their training skills by attending the Northeast Regional Reading Recovery® Conference in November, the Ohio Reading Recovery® Conference in February, and the Teacher Leader Institute held in June 1994. Sandra will present at the Northeast Conference and Ann will present at the Ohio Conference in February. They will also make and receive colleague visits.
Ann will serve as national chairman of the Reading Recovery® Teacher Leader Award Committee.

TEACHER LEADER RECOMMENDATIONS

1. Continue to maintain the integrity of the Reading Recovery® Program in New Hampshire with a quality Teacher training program for new Teachers as well as continuing inservice sessions for previously trained Teachers.

2. Ensure that children receive lessons daily. The average number of lessons received by a discontinued Reading Recovery® child in 1992-93 was 62.4 which was considered good based upon the experiences of Ohio and New Zealand programs. The number of weeks these discontinued children took to complete their program, however, was 19.2. This number indicates that each child received 3.8 lessons per week. Teacher Leaders will assist Reading Recovery® Teachers in developing a plan which will address the issues in their schools that interfere with children receiving daily services.

3. Support Reading Recovery® Teachers in their efforts to improve communication with classroom teachers, parents, and administrators about the progress of students. Contact with classroom teachers and parents will better enable the child to transfer learning from Reading Recovery® into the classroom and home environment.

4. Many New Hampshire districts have conducted follow-up studies on second and third graders who participated in the project in first grade. It is our recommendation that all districts conduct second and third grade follow-up studies each year.

5. Continue to improve communication with building administrators to increase the effectiveness of Reading Recovery® in their schools and districts. Assist administrators in developing and implementing a plan to this end.

6. Provide the opportunity for trained Teachers to participate in at least four Behind the Glass sessions. This will enable the Teachers to strengthen their observation and decision making skills.

7. To facilitate the effectiveness of Reading Recovery® in a district, we will begin to develop criteria for the selection of new districts into the state Teacher training program.

8. Continue to work with other Teacher Leaders in the state and the region to preserve the integrity of the program.

Appendix A

Reading Recovery Teachers and Schools in the Program 1992-1993

NAME	SCHOOL AND TOWN
Joanne Anctil	Clark Elementary School, *Amherst*
Judith Adams	Gossler Park School, *Manchester*
Diana Anderson	Seabrook Elementary School, *Seabrook*
David Charles Antonelli	Broad Street School, *Nashua*
Susan Jacobsohn Avis	Center Woods Elementary School, *Weare*
Vicky C. Bailey	Groveton Elementary School, *Groveton*
Ann Beaupre	Clark School, *Amherst*
Bonnie Belden	Richards Elementary School, *Newport*
Wendy Benger	Floyd School, *Derry*
Barbara Blake	Wentworth Elementary School, *Wentworth*
Lee C. Browne	Maple Ave. School, *Claremont*
Charlotte Carle	Dublin Consolidated School, *Dublin* & Temple Elementary School, *Temple*
Elizabeth Carlson	Paul Smith School, *Franklin*
Virginia Carlson	Walker School, *Concord*
Christine Chase	Dame School, *Concord*
Francine Chevrefils	Rumford School, *Concord*
Virginia Clark	Lakeway Elementary School, *Littleton*
Kathleen M. Connery	Plymouth Elementary School, *Plymouth*
Phyllis Corbett	Northwest School, *Manchester*
Edith L. Crowley	Floyd School, *Derry*
James Darling	Canaan Elementary School, *Canaan*
Carolyn M. Dickey	Pleasant Street School, *Laconia*
Myra Ellingwood	Lancaster Elementary School, *Lancaster*
Judy Erickson	Whitefield Elementary School, *Whitefield*
Ann Fontaine	Richards Elementary School, *Newport*
Joanne Frigulietti	Peterborough Elementary School, *Peterborough*
Debra Gouveia	Hillsboro-Deering Elementary School, *Hillsboro*
Ann Griffin	Dalton Elementary School, *Dalton*
Pauline A. Gruber	Conant School, *Concord*
Jacqueline Hamilton	Rumford School, *Concord*
Donna G. Hann	Paul Smith Elementary School, *Franklin*
Donna Hart	Woodsville Elementary School, *Woodsville*
Kristine Haveles	Wilson Elementary School, *Manchester*
Lois D. Henson	Woodsville Elementary School, *Woodsville*
Coreen Herrick	Epsom Central School, *Epsom*
Marilyn Ann Hurley	Fuller School, *Keene*
Rebecca H. Ilfeld	Wilson School, *Manchester*
Karin J. Jacobson	Centre School, *Hampton*
Teresa Marie Kellaway	Floyd School, *Derry*
Diane K. Kline	Elm Street School, *Laconia*
Gail LaJeunesse	Bales School, *Milford*
Marjorie E. Lane	Bath Village School, *Bath*
Carol Lord	Richards Elementary School, *Newport*

NAME	SCHOOL AND TOWN
Karen MacQueen	Alstead Primary School, *Alstead*
Deborah McCrum	Marston School, *Berlin*
Pat McGovern	Mt. Lebanon School, *West Lebanon*
Joanne Messenger	Dame School, *Concord*
Janet Monet	Lamprey River School, *Raymond*
Marybeth Morrill	Wilson School, *Manchester*
Karen Murray	Fred C. Underhill School, *Hooksett*
Suzanne O'Brien	Dewey School, *Concord*
Nancy Orszulak	Campton Elementary School, *Campton*
Sharon Otterson	Hillsboro-Deering Elementary School, *Hillsboro*
Ellie Papazoglou	Conant School, *Concord*
Edith Patridge	Thornton Central School, *Thornton*
Kathleen Pepin	Walker School, *Concord*
Adele Perron	Greenfield Elementary School, *Greenfield* & Francestown Elementary School, *Francestown*
Ellen Phillips	New Durham School, *New Durham*
Herrika W. Poor	Mt. Lebanon School, *West Lebanon*
Beth Price	Grinnell School, *Derry*
Julia Lee W. Proctor	Dame School, *Concord*
Suzette Ragan	Sacred Heart School, *Lebanon*
Rosemary N. Rancourt	Lancaster Elementary School, *Lancaster*
Dorothy Regan	North Hampton Elementary School, *North Hampton*
Karen P. Reynolds	Centre School, *Hampton*
Nancy Rice	Antrim Elementary School, *Antrim*
Betty Riley	Beech Street School, *Manchester*
Margaret F. Roberts	Gilmanton School, *Gilmanton*
Penny Rogers	Seabrook Elementary School, *Seabrook*
Jean N. Rollock	Woodland Heights Elementary School, *Laconia*
Doris N. Rooker	Way School, *Claremont*
Mary Ruedig	Dewey School, *Concord*
Marjorie Shepardson	Mt. Caesar School, *East Swanzey*
Ann Silverstein	Enfield School, *Enfield*
Christine Smith	Jefferson Elementary School, *Jefferson*
Mary Louise Souza	Ossipee Central School, *Center Ossipee*
Kathy Staley	McClellan School, *Rochester*
Marlene Tabor	Russell School, *Rumney*
Janet von Reyn	Sacred Heart Public School, *Lebanon*
Priscilla G. Ware	Grinnell School, *Derry*
Jade Warfield	Eastman School, *Concord*
Helen Waterman	Pierce School, *Bennington* & Hancock Elementary School, *Hancock*
Deborah Wood	Lamprey River Elementary School, *Raymond*

Appendix B
Reading Recovery Teachers-In-Training 1993-1994

NAME	SCHOOL AND TOWN
Nancy N. Barton	Richards School, *Newport*
Cameron Anna Burton	Pine Tree School, *Center Conway*
Marjorie J. Blessing	Bales School, *Milford*
Allison Cooke	Conway Elementary School, *Conway*
Jean R. D'Espinosa	Fred C. Underhill School, *Hooksett*
Linda D. Ehrlich	School Street Elementary School, *Lebanon*
Evelyn S. Fitzpatrick	Lisbon School, *Lisbon*
Terri Garand	Bethlehem Elementary School, *Bethlehem*
Sherrie A. Greeley	Bernice Ray School, *Hanover*
Jane Haldeman	Stratford Public School, *North Stratford*
Frances V.P. Hanson	Holderness Central School, *Holdemess*
Joan Kipp	Groveton Elementary School, *Groveton*
David M. Matteson	Mt. Caesar School, *East Swanzey*
Karen May	Harold Martin School, *Hopkinton*
Susanne J. Pulsifer	Lancaster Elementary School, *Lancaster*
Elizabeth E. Richards	Josiah Bartlett Elementary School, *Bartlett*
Katherine Lovering Shanks	Mt. Caesar School, *East Swanzey*
Deborah Showalter	Lin-Wood School, *Lincoln*
Penelope Stevenson	Woodsville Elementary School, *Woodsville*
Judith Parker Stone	Center Woods Elementary School, *Weare*
Margaret Stumb	Harold Martin School, *Hopkinton*
Nancy Tuite	Lakeway Elementary School, *Littleton*
Marcia H. Williams	Richards School, *Newport*

Appendix C

#1 - June 1992

Questionnaire for Teachers-In-Training (End of Year)

Please respond briefly to the following questions. Your responses will help us in planning for next year's training and implementation.

1. How has your view of the reading process changed this year?

2. How have your views of teaching reading changed?

3. How has your view of how children learn to read and write changed?

4. In your work with Reading Recovery®, what have been the highlights of your teaching experience this year? Why?

5. In your work with Reading Recovery®, what have been the least valuable experiences you have had this year? Why?

6. In what ways have you worked to involve parents in their children's Reading Recovery® Program? How has that made an impact?

7. As you think about your role and responsibilities in Reading Recovery® for next year, what are some goals you have set for yourself?

8. In what ways has your Reading Recovery® training contributed to your growth as a Teacher?

9. Circle the number which best describes your answer. As a Reading Recovery® Teacher, how much have your learned this year?

   1 2 3 4 5
   nothing great deal

10. Other Comments:

Thanks again!

#2 June 1992

Trained Teacher End of Year Questionnaire

Please respond briefly to the following questions. Your responses will help us in planning for next year's training and implementation.

1. What have been the highlights of your Reading Recovery® teaching experience this year? Why do you consider them to be "highlights"?

2. In what ways have you worked to involve parents in their children's Reading Recovery® program? How has that made an impact?

3. As you have become removed from the weekly training sessions, what are your greatest concerns about your own growth as a Reading Recovery® Teacher?

4. What were some of the most valuable aspects of the inservice sessions for trained Reading Recovery® Teachers this year?

5. In what ways have you kept in contact with other trained Reading Recovery® Teachers this year? How much contact have you had with these Teachers?

6. As you think about your role and responsibilities in Reading Recovery® for next year, what are some goals you have set for yourself?

7. Circle the number which best describes your answer. As a Reading Recovery® Teacher, how much have you learned this year?

   1 2 3 4 5
   nothing great deal

8. What are some suggestions for helping you to become a better Reading Recovery® Teacher next year?

9. Circle the number which best describes your view of Reading Recovery®.

   1 2 3 4 5
   not a very good program a very good program

10. Other Comments:

Thanks again!

#3 June 1992

Questionnaire for Classroom Teachers

We are beginning to plan for next year's implementation of Reading Recovery® in your school. You are a VALUABLE partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and return this questionnaire to _____. Your comments are greatly appreciated.

1. Have any children from your classroom been involved in the Reading Recovery® program this year?

   If so, how much has the Reading Recovery® Teacher let you know about the progress of this/these student(s)? Circle the appropriate number.

   1 2 3 4 5
   nothing great deal

2 What changes have you observed in children participating in the Reading Recovery® Program as they work in the classroom?

3. What do parents of Reading Recovery® children say about the Reading Recovery® Program?

4. Are you interested in having more children from your classroom involved in the Reading Recovery® Program? Why or why not?

5. Circle the number below which best describes your view of Reading Recovery®.

   1 2 3 4 5
   not a very good program a very good program

6. What are your concerns about implementing Reading Recovery® in your school next year?

7. Other Comments:

Thanks again!

#4 July 1992

End of Year Questionnaire for Administrators

We are beginning to plan for next year's implementation of Reading Recovery® in your school. You are a valuable partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly Respond to the following questions and return this questionnaire to _____. Your comments are greatly appreciated.

1. What impact has Reading Recovery® had on the children in your school this year?

2. What do teachers in your school say about Reading Recovery®?

3. What do parents say about the Reading Recovery® Program?

4. Circle the number below which best describes your view of Reading Recovery®.

1	2	3	4	5
not a very good program				a very good program

5. What are your concerns about implementing Reading Recovery® in your school next year?

Thanks again!

#5 June 1992

End of Year Questionnaire for Parents

Dear Parent(s):

We are thinking about the needs of children and their parents as we make plans for next year. Since your child was involved in Reading Recovery®, we are asking you to help us think about how Reading Recovery® affected your child and your family this year.

Please write brief answers to the following questions and send this paper back to school with your child. We really value your opinions. Your answers are quite IMPORTANT to us as we plan for next year.

1. How has Reading Recovery® affected your child's experience in school?

2. If you were telling another parent about the Reading Recovery® Program, what would you say?

3. Did the Reading Recovery® Teacher let you know about your child's progress?

4. Circle the number below which best describes your view of Reading Recovery®.

1	2	3	4	5
not a very good program				a very good program

6. Other Comments:

Thanks so much for your support!

Sincerely,